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ABSTRACT

This handbook contains the tentative secondary school registration standards and procedures approved by the New York State Board of Regents for the 1979-80 school year. It explains the program providing for the registration (or accreditation) of New York schools and outlines the steps that will make up the registration procedure. Most of the publication consists of the guide for the review of secondary school programs. Part 1 of the guide allows both the secondary school and the state education department to evaluate secondary school educational practices. In workbook form, it asks for information about the school concerning such areas as achievement, curriculum and instruction, school facilities, and student supervision. Part 2 of the guide allows the school and the education department to determine to what extent the secondary school meets the requirements established by relevant New York laws and directives. Also in workbook form, this portion of the guide concerns such areas as attendance, instructional program, handicapped children, and school libraries. The standards and procedures in this book are tentative and will be field tested until the fall of 1980 when final standards and procedures will be adopted. A 10-page glossary of terms used in the guide is included. (Author/JM)

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Handbook on Tentative Standards and Procedures for the Registration of Secondary Schools

1979–80 Field Trial Edition

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234
OCTOBER 1979

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DEPUTY COMMISSIONER FOR
ELEMENTARY, SECONDARY
AND CONTINUING EDUCATION

October 1979

TO: District Superintendents, Superintendents of Public and Nonpublic Schools, Principals of Public and Nonpublic Schools and Presidents, Boards of Education

FROM: Robert R. Spillane, Deputy Commissioner

SUBJECT: Registration of Secondary Schools

On September 20, 1979, the Board of Regents adopted tentative standards and procedures for the registration of secondary schools during the 1979-80 school year. Following this school year, the Commissioner will present recommendations to the Board of Regents for final secondary school registration standards and procedures.

For the past six months, the tentative standards and procedures have been extensively reviewed by the Regents, by professional educators, and by the general public. As a result of this review, the Board of Regents approved the following:

"1. A registered high school shall meet the requirements of State Law, Regents Rules and Commissioner's Regulations as set forth in the Guide for the Review of Secondary School Programs.

"2. A registered high school shall have a pupil achievement rate of 85%. For those schools reviewed for registration during the year 1979-80, the school's rate shall be determined by the percentage of 12th grade pupils in verified 1978 fall enrollment who met the State competency testing requirement in June 1979.

"3. During the school year 1979-80, the statewide pupil achievement rate shall be reviewed in relation to Preliminary Competency Test results, Basic Competency Test results in 1979 and 1980, rates of pupil achievement growth and experience gained from registration reviews conducted by the Department. In addition, other pupil achievement data, such as Regents examination results, shall be reviewed for possible inclusion in final registration standards. After such reviews, the final statewide registration standards shall be established by the Regents.

"4. The status 'conditional registration' shall be assigned to a school which is reviewed, found deficient, and required to develop and implement a corrective action plan. If the plan is not implemented effectively and continued progress is not shown, registration of the school shall be rescinded or denied. During any period of 'conditional registration,' the Department shall monitor implementation of the plan.

"5. As each high school is reviewed during 1979-80 under the tentative standards and procedures, a tentative determination of its registration status shall be made, either 'tentative conditional registration' or 'tentative registration.' After June 1980, at such times as the final standards, guidelines, and procedures for secondary school registration have been established, the Department shall review all schools which have been determined to have 'tentative conditional registration' or 'tentative registration' status in order to make a recommendation on final registration status to the Regents. At that time, each school under tentative status shall have the choice of using a pupil achievement rate which averages data from the 1978-79 and 1979-80 school years or using their 1979-80 pupil achievement rate.

"6. Registration review will include personnel from other schools, members of professional organizations and other appropriate specialists, in addition to Department staff members."

The tentative registration standards, guidelines, and procedures will be field-tested in the 1979-80 school year in approximately 200 randomly selected secondary schools. District selection was based upon geographic location (to insure representation from across the State) and upon demographics (to insure representation from urban, suburban, and rural districts). Ultimately, each of the 1,500 public and nonpublic schools in New York State will participate in the registration program. Schools selected to participate in the 1979-80 field trial have been notified. Field visits will begin in late November.

The 1979-80 year is a field test year. Therefore, each secondary school will receive a tentative determination as to its registration status with final determination to be made after June 1980 when permanent standards will have been adopted by the Regents.

This handbook contains the tentative standards and procedures that will be field-tested during the 1979-80 school year. I encourage all secondary schools not participating in the 1979-80 field test to conduct their own self-evaluations using the tentative materials to assess how well they meet the suggested standards. Should a self-evaluation indicate major deficiencies, corrective action is advised.

The State Education Department will use the Guide to review secondary school programs. The Guide could also serve as the basis for helping schools to develop plans to remedy deficiencies, if necessary.

Should you have any questions, please contact the Bureau of Secondary School Supervision, Room 663 EBA, New York State Education Department, Albany, New York 12234, telephones: 518: 474-5923, 474-5924, 474-1556.

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INTRODUCTION TO THE HANDBOOK ON TENTATIVE STANDARDS AND PROCEDURES FOR THE REGISTRATION OF SECONDARY SCHOOLS

The Board of Regents is authorized to establish minimum standards for the registration of all secondary schools in New York State. Schools that meet the standards are duly registered and have the right a) to administer Regents examinations, Basic Competency Tests, and Regents Competency Tests, b) to grant course credits to pupils, and c) to issue high school diplomas.

Prior to 1955, the registration of a secondary school by the Board of Regents was permanent. In 1955, the Board of Regents directed that all new secondary schools were to be registered for five years and were to be evaluated for reregistration at the conclusion of each five-year cycle. In 1975, the Commissioner requested State Education Department staff to reevaluate secondary schools registered prior to 1955.

As part of the registration evaluation process, secondary schools completed self-evaluation forms which were submitted to the State Education Department for review and study prior to an on-site visit by Education Department staff. After the on-site visit, the Education Department staff prepared two reports. The first was a summary report with a recommendation for Regents action. The other report was sent to the school with recommendations for local action.

In 1978, the Board of Regents determined that student performance, as measured by the Statewide Testing Program, should be included in the evaluation of a school's program and that the self-evaluation instruments and procedures should be revised. The revised registration instruments and procedures are contained in this Handbook.

The new secondary school registration program has been reviewed by hundreds of public and nonpublic school teachers, administrators, and professional associations throughout the State. Their comments and suggestions have been considered in the revision of the registration materials. This Handbook on Tentative Standards and Procedures for the Registration of Secondary Schools contains the tentative registration standards and procedures approved by the Board of Regents for the 1979-80 school year. The standards and procedures will be field tested during the 1979-80 school year. The Board of Regents will adopt final standards and procedures in the fall of 1980.

The Guide for the Review of Secondary School Programs is included in this Handbook. Part I of the Guide contains statements which represent secondary school educational practices. Part II is a compilation of Education Law statutes, Rules of the Board of Regents, Regulations of the Commissioner of Education and other relevant regulations affecting public and nonpublic secondary schools. The Guide is to be completed by schools and forwarded to the Bureau of Secondary School Supervision.

1979-80 is a field test year. The State Education Department welcomes any comments and suggestions regarding the tentative standards and procedures and the performance of Education Department visitors.

THE SECONDARY SCHOOL REGISTRATION PROGRAM

There are approximately 1,500 public and nonpublic secondary schools in New York State. Over an eight-year period all will be visited to determine if they meet the registration requirements. In schools where there are problems in meeting the requirements, every effort will be made to correct the situation.

Where problems cannot be corrected within four weeks of the registration visits, schools will be required to develop an action plan. These schools will be monitored and visited periodically while the plan is being implemented.

Selection of Schools

Each year schools will be selected randomly for registration visits to assure a spread across types (urban, suburban, rural, public, nonpublic) and the regions of the State. In addition, the junior high schools visited for registration purposes will be feeder schools to the high schools selected to participate in the registration program. Feeder elementary schools also will be visited. This feeder school visitation pattern will assist the visitors and district staff members in developing plans to correct problems at any of the grade levels, K-12, should such plans be necessary.

Evaluation of the Registration Program

During the 1979-80 field-test year, the tentative standards and procedures will be evaluated by State Education Department staff personnel and by the districts participating in the field test. The evaluation will assess the instruments, the effectiveness of the procedures and the performance of State Education Department visitors. The results of the evaluation will be used to modify the registration program.

Coordination with the Middle States Association of Colleges and Schools

Registration procedures will be coordinated with the accreditation procedures of the Middle State Association of Colleges and Schools in order to avoid duplicate efforts for schools recently accredited or in the process of being accredited. The reports of the Middle States accreditation team will be reviewed by the State Education Department personnel. Schools will be asked by the State Education Department to provide only additional information not contained in the Middle States reports.

Registration Procedures

- Notification to Schools

  At the beginning of each school year, the school districts of the public secondary schools and the nonpublic secondary schools will be notified of their selection and the approximate dates of the State Education Department on-site registration visit.

- Visitation Dates

  A State Education Department representative will contact the superintendent of schools to establish the specific date or dates of the on-site visit, to explain the procedures, and arrange for the visit.

- School Self-Evaluation

The Guide for the Review of Secondary School Programs, Part I and Part II, which accompanies the notice to the public school district or nonpublic school will be completed and returned to the State Education Department's Bureau of Secondary School Supervision prior to the registration visit. It is suggested, but not required, that each school department chairperson prepare a report to accompany the completed Guide. The report should summarize the school department's programs and include strengths and areas in need of improvement.

- State Education Department Review of the Completed Guide

Part I and Part II of the completed Guide and the school department chairpersons' reports will be reviewed by the State Education Department representatives in advance of the visit to the secondary school.

- Education Department Visit

The State Education Department representatives, during the on-site visit, will verify the information in the completed Guide through direct observation, examinations of documents and records, and interviews with staff members and students. The secondary school and selected feeder schools - junior high and elementary - will be visited at approximately the same time.

- Exit Debriefing Session

Exit debriefing sessions with the superintendent of schools, principals, and district superintendents, where appropriate, will be conducted by the State Education Department representative. At the sessions, the State Education Department representative will present preliminary observations, specify any concerns relative to the registration standards which may need to be addressed, and arrange for any follow-up activities that may be necessary.

- Report of Findings

Following the on-site registration visit, the State Education Department will prepare a preliminary report and forward it to the superintendent, the district superintendent and principal for review. The preliminary report will include the findings on all the schools involved, as well as follow-up activities. The preliminary report will be modified if needed. If there is no need for modifications, the report will be considered as final.

Should all the registration standards have been met or problems corrected within four weeks, then the superintendent or principal will be notified that the recommendation will be to register the school or schools (tentative registration for 1979-80).

- Action Plan

When problems require more than four weeks for correction, an action plan will be required. The action plan will specify problems to be resolved, the actions to be taken, and the date by which resolution of each problem is expected to be accomplished.

- Education Department Approval of and Assistance with the Action Plan

The Bureau of Secondary School Supervision will review and approve the action plan. If special assistance is needed by the school to develop or implement the plan, the State Education Department's Resource Allocation Plan office will be requested to provide such assistance.

Schools which must implement an action plan will be given conditional registration (tentative conditional registration for 1979-80). When all problems have been corrected, the school will be recommended for registration. However, should a school fail to show reasonable progress or fail to develop or implement an action plan, the Bureau of Secondary School Supervision will recommend to the Board of Regents denial of registration for a school not previously registered or rescission of registration for a school which had been registered.

- Monitoring of the Action Plan

The Bureau of Secondary School Supervision will monitor implementation of an action plan through periodic site visits and progress reports prepared by the school authorities. The specifics related to monitoring will depend upon the nature of the action plan.

Guide for the Review of

Secondary School Programs

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Secondary School Supervision
Albany, New York 12234
1979

INTRODUCTION

This GUIDE FOR THE REVIEW OF SECONDARY SCHOOL PROGRAMS consists of two sections: Part I and Part II.

Part I contains statements which represent secondary school educational practices. Part II contains a checklist of directives from Education Law, Regents Rules and Commissioner's Regulations. In addition, a glossary of terms used in the Guide and instructions for completing each Part of the Guide are included.

The Guide serves several purposes. School officials seeking to improve their programs may find it useful in assessing present conditions. The State Education Department will use the Guide to review secondary school programs to determine whether registration shall be granted, continued, or rescinded. The Guide will also serve as the basis for assisting schools in developing plans to remedy deficiencies, where necessary.

Questions on the Guide for the Review of Secondary School Programs should be referred to the New York State Education Department, Bureau of Secondary School Supervision, Room 663, Albany, New York 12234; telephone (518) 474-5923.

GLOSSARY OF TERMS

To reduce ambiguity, terms used in the Guide are defined herein.

The following references were used to prepare the definitions. (The number in parentheses following each entry corresponds to the number of the reference employed for that entry.)

1. Black's Law Dictionary
2. Good's Dictionary of Education
3. McKinney's Consolidated Laws of New York State
4. New York State Education Department - Glossary of Terms
5. Commissioner's Regulations
6. Webster's New Collegiate Dictionary
7. Combined Glossary - National Center for Educational Statistics
8. Regents Position Paper, Bilingual Education (1972)
9. Regents Position Paper, Educating the Gifted and Talented in New York State (1976)

GLOSSARY

absenteeism: absence from school for a legitimate reason, without violation of the compulsory attendance law, e.g., sickness, family sickness or death, unsafe travel conditions, religious observances, quarantine, medical treatments, required court attendance, music lessons, cooperative work programs. (3)

illegal absence: absence from school for any reasons not recognized as legitimate by the school; for example, absence because of play, truancy, illegal work, etc. (5)

unlawful detention: absence of a pupil from school with the knowledge and consent of the parent for such illegal reasons as visiting, vacation, helping at home or lack of clothing. (3)

truancy: deliberate absence of a minor from school for unlawful reasons and without the knowledge and consent of the parent. (3)

activities:

cocurricular activities: those school-sponsored student activities which require administrative permission and organizational involvements somewhat different from the more typical classroom instruction. (5)

nonschool activities: activities which are neither sponsored by the school nor under the guidance or supervision of staff members, but are considered significant in terms of permanent records about pupils. (7)

student body activities: cocurricular activities for students - such as entertainment, publications, and clubs - that are managed or operated by students under the guidance or supervison of staff members. (7)

administration: (1) all techniques and procedures employed in operating a school system or school. (2) the various activities required for the direction, control and management of a school district including school elections, policy making by the board of education and other officers, overall educational administration by the superintendent of schools, business administration and research. (3) the group of persons responsible for the direction, control and management of a school district. (3)

articulation: the relationship and interdependence existing among the different elements of the educational program; may designate the degree of relationship among the different curricular offerings, between the curriculum and the institutional regimen, student activities, and provision for pupil guidance, or between the school's program and out-of-school educational institutions and activities, or the degree to which the interlocking and interrelation of the successive levels of the educational system facilitate continuous and efficient educational progress of pupils. (5)

assess: to ascertain, fix the value of. To ascertain, adjust, and settle the respective shares to be contributed by several persons toward an object beneficial to them all, in proportion to the benefit received. (1)

attitude: a readiness to react toward or against some situation, person, or thing, in a particular manner, for example, with love, hate, fear or resentment, to a particular degree of intensity. (5)

authority: power to influence or command thought, opinion or behavior. Persons in command. (6)

basic skills: for the purpose of this Guide, reading, writing and mathematics are considered basic skills. (5)

bilingualism: the speaking of two different languages, such as English and German. (5)

career counseling: a counseling process in which the pupil is assisted in utilizing his or her aptitudes and abilities to develop realistic career plans. (7)

cause: something that occasions or effects a result. person or thing that is the occasion of an action or state. an agent that brings something about. (6)

class: (1) a group of pupils or students scheduled to report regularly at a particular time to a particular teacher; (2) in nondepartmental elementary schools, a group of pupils enrolled with a particular teacher; (3) the total of all pupils or students pursuing a particular subject, frequently at different levels within a school; for example, the class in French in a high school; (4) (sec. and higher ed.) all pupils or students in an educational institution who entered at the same time and who may graduate, or who graduated, together; for example, the junior class or the class of 1958. (2)

classroom teacher: one who plans and guides the development of the learning experiences of pupils in classroom situations and is responsible for the activities and conduct of pupils in class situations. (5)

cocurricular activities: those school-sponsored student activities which require administrative provision and organizational involvements somewhat different from the more typical classroom instruction. (5)

compensatory education program: special learning experiences for pupils who have been identified as needing additional educational opportunities beyond those provided in the usual school program if they are to be educated to the level of their ability. (7)

competent: duly qualified; answering all requirements; having sufficient ability or authority; able; adequate; suitable; sufficient; capable; legally fit. (7)

conduct: (1) the behavior of persons, usually when viewed ethically; (2) a single act of an individual in one situation; (3) the characteristic quality of action of an individual which familiarity leads his or her associates to expect of him or her; the same for groups or classes. (8)

content: the matter dealt with in a field of study. (6)

course: an organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, a 2-week workshop). Credit toward graduation or completion of a program of studies generally is given students for the successful completion of a course. (7)

course offering: an organized program of study or instruction: (1) a series of lectures, discussions and/or other educational experiences devoted, in a given period of time as a semester or school year, to a specified topic; the content of such a series, e.g., English III, introductory psychology, fourth grade arithmetic. (2) a series of studies or individual courses in

a given field, e.g., an engineering course, a commercial course. (3) a series of studies leading to a degree or diploma, e.g., an approved high school four-year course. (3)

curriculum: pl. curricula; (1) a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study; (2) general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him or her for graduation or certification or for entrance into a professional or a vocational field; (3) a group of courses and planned experiences which a student has under the guidance of the school or college. (5)

discipline: (1) the process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action; (2) persistent, active, and self-directed pursuit of some considered course of action in the face of distraction, confusion and difficulty; (3) direct authoritative control of pupil behavior through punishments and/or rewards; (4) negatively, any restraint of impulses, frequently through distasteful or painful means; (5) a branch of knowledge; (6) a course of training designed to develop a mental or physical ability or an attitude. (5)

dropout: a student who leaves a school, for any reason except death, before graduation or completion of a program of studies, and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary school student who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether dropping out occurs during or between regular school terms, whether dropping out occurs before or after having passed the compulsory school attendance age, and, where applicable, whether or not he or she has completed a minimum required amount of schoolwork. The term "dropout" is used synonymously with the term "discontinuer." (7)

enrollment in courses: the total number of pupils enrolled in a school or class at a given time, or in a given period, including those present and those absent. NOTE: a pupil is considered a member of a school or class regardless of absence from the time entered until the pupil transfers to another school or class or until it is officially known that the pupil has left school permanently for a legally accepted reason. (3)

evaluation: the process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established. (7)

fire protection: (1) measures taken to protect a building from fire by eliminating fire hazards or by provisions for extinguishing fires; (2) provisions for warning and for the saving of lives in case of fire, such as fire gongs, fire escapes, or exits; (3) insurance against financial loss through loss or damage to a building or equipment as a result of fire. (5)

gifted and talented: children identified by the professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated programs for services beyond those normally provided by the regular school program in order to realize their contribution to self and society. (9)

goal: the end toward which effort is directed. (6)

grading system: (1) a group of pupils working on the same segment of an elementary or secondary school program during a given year, e.g., the third grade. (2) a segment of the instructional program of an elementary or secondary school covered by the work of one school year. (3) a rating or evaluation of a pupil's achievement, often expressed as a letter or percentage; a mark. (3)

guidance: (1) a form of systematic assistance to students or others to help them to assess their abilities and liabilities; (2) the act or technique of directing the child toward a purposeful goal by arranging an environment that will cause the child to feel basic needs, to recognize those needs and to take purposeful steps toward satisfying them. (2)

guidance personnel: persons who have been assigned specific duties and school time to carry on recognized functions of the guidance programs in whole or in part. (4)

handicap: (1) a defect in physique, intellect, or behavior; (2) any abnormality that renders achievement more difficult. (5)

handicapped child: means a person under the age of 21 who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical, emotional or autistic reasons, or because of a specific learning disability can receive appropriate educational opportunities from special services and programs to include, but not limited to, transportation, special classes, part-time programs, resource programs, alternate learning centers, home instruction and special teachers; State-operated or State-supported special schools or other special facilities or programs which can be obtained through contracts with boards of cooperative educational services, public school districts, approved nonpublic schools, or other agencies approved by the department. (5)

> special class: means a class consisting of handicapped children who have been grouped together because of similar educational needs for the purpose of being provided a program of special education under the direction of a certified special education teacher. (5)
>
> special education: means specifically designated instruction, at no cost to the parent, to meet the unique needs of a handicapped child including special class instruction, resource program instruction, instruction in physical education, and home instruction. (5)

illegal absence: absence from school for any reason not recognized as legitimate by the school; for example, absence because of play, truancy, illegal work, etc. (5)

instruction: the activities dealing directly with the teaching of students and/or with improving the quality of teaching. (7)

instructional level: an indication of the general nature and difficulty of instruction; e.g., elementary instructional level, secondary instruction level, and postsecondary instructional level. (7)

instructional objectives: a method of attack on the problem of curriculum revision in which, by considered judgment, a list of objectives is compiled, stating in as exact terms as possible the skills, abilities, knowledges, characteristics, and attitudes that the schools should develop in their graduates to equip them for a wholesome and productive life. Materials for study in the schools being then selected on the basis of their probable contribution to the attainment of these objectives. (5)

instructional staff: school staff members responsible for actual teaching or for the supervision and improvement of the instructional program and the teaching-learning situation; e.g., principals, supervisors of instruction, classroom teachers, special teachers. NOTE: in reports of the U. S. Office of Education, the term "instructional personnel" also includes psychological

personnel, guidance personnel, and librarians. (3) Those who render direct and personal services which are in the nature of teaching. Included here are: teachers (including teachers of homebound), teaching assistants, teacher aides, secretaries for teachers, substitute teachers, and clerks serving teachers only. Attendance personnel, health personnel, and other clerical personnel should not be included as instructional personnel. (7)

instructional tools: any device, method, or experience used for teaching purposes, including textbooks, supplementary reading materials, audiovisual and other sensory materials. (5)

junior high school: a separately organized and administered secondary school intermediate between the elementary and senior high schools, usually including grades 7, 8 and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). (7)

knowledge: (1) the accumulated facts, truths, principles, and information to which the human mind has access; (2) the outcome of specified, rigorous inquiry which originated within the framework of human experience and functions in human experience; (3) the product of the operation of man's intellect, either within or apart from human experience. (5)

learning: change in response or behavior (such as innovation, elimination, or modification of responses, involving some degree of permanence), caused partly or wholly by experience, such "experience" being in the main conscious, but sometimes including significant unconscious components, as is common in motor learning or in reaction to unrecognized or subliminal stimuli; includes behavior changes in the emotional sphere, but more commonly refers to the acquisition of symbolic knowledge or motor skills; does not include physiological changes, such as fatigue, or temporary sensory resistance or nonfunctioning after continued stimulation. (5)

library/media resources:

- library: (1) a building or room equipped for housing books and other materials of communication and for reading, listening, or viewing purposes; (2) a collection of books of various kinds; (3) a collection of films, recordings, etc. (5)

- library, audiovisual: a repository for equipment and materials that deal principally with learning by seeing and/or hearing such as pictures, films, records, etc. (5)

objective: aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that the total process is designed and integrated. (5)

out-of-school pupil suspension: the temporary, forced withdrawal of a pupil from school, resorted to for various disciplinary and other reasons by school officials. (5)

philosophy of education: a careful, critical, and systematic intellectual endeavor to see education as a whole and as an integral part of man's culture, the more precise meaning of the term varying with the systematic point of view of the stimulator; any philosophy dealing with or applied to the process of public or private education and used as a basis for the general determination, interpretation, and evaluation of education problems having to do with objectives, practices, outcomes, child and social needs, materials of study, and all other aspects of the field. (5)

placement: (1) the finding of employment for a child of employable age; (2) the act of placing a child in the school grade that seems best adapted to his needs. (5)

planning: the selection or identification of the overall, long-range goals, priorities, and objectives of the organization, and the formulation of various courses of action to be followed in working toward achieving those goals, priorities, and objectives. (7)

planning, teacher-pupil: the instructional planning, evaluating, and replanning in which the teacher ideally encourages pupil participation commensurate with the learner's maturity, understanding, and sense of responsibility, and with its instructional value for him or her; full cooperative planning is the ideal. (5)

planning, teacher-pupil-parent: group effort by teachers, pupils and parents to identify problems and needs and to plan appropriate learning experiences (5)

policy: a judgment, derived from some system of values and some assessment of situational factors, operating as a general plan for guiding decisions regarding the means of attaining desired objectives. (5) A governing principle, plan, or guide for a course of action (1)

practice: a repeated or customary action; habitual performance; a succession of acts of similar kinds; habit; custom; usage; application of science to the wants of humans; the exercise of any profession. (1) The usual way of doing something. (6)

principal: a staff member performing the assigned activities of the administrative head of a school (not school district) to whom has been delegated major responsibilities for the coordination and direction of the activities of the school. (7)

assistant principal: an administrative officer who assists the principal of a school district or a school building and has authority ot act for him within specified limits. (3)

program: a plan of activities and procedures designed to accomplish a predetermined objective or set of allied objectives. (7)

program of studies: a combination of related courses and/or self-contained classes organized for the attainment of specific educational objectives, e.g., a program of special education for handicapped students, a college preparatory program, an occuational program (in a given occupation or cluster or occupations), a general education program, and a transfer program. (7)

programs of instruction:

academic education: programs of study which prepare pupils for higher education, particularly college education in a school of liberal arts, e.g., programs including English, foreign languages, mathematics, science. (3)

bilingual education programs: designed to provide equal educational opportunity for non-English speaking children through activities capitalizing on their proficiency in their native language and developing competence in English. (8)

English as a second language: a particular methodology for the instruction of non-English speaking children to assist them in attaining proficiency in English. (8)

general education: programs of studies designed to provide pupils who are not following a vocational course of a college entrance course with the basic skills and understandings necessary for adequate functioning in the society in which they live, e.g., programs including English, social studies, science, industrial arts, general homemaking. (3)

vocational education: studies which prepare one for useful employment of advancement in technical, trade, industrial, agricultural, commercial or homemaking occupations. (3)

special education: means specifically designated instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including special class instruction, resource program instruction, instruction in physical education and home instruction. (5)

pupil: an individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other educational institution. No distinction is made between the terms "student" and "pupil"; the term "student" is used to include individuals at all instructional levels. A student may receive instruction in a school facility or in another location, such as at home or in a hospital. Instruction may be provided by direct student-teacher interaction or by some other approved medium such as television, radio, telephone, and correspondence. (7)

pupil achievement: the status of a pupil with respect to attained skills or knowledge as compared with other pupils or with the school's adopted standards. (5)

pupil assessment data: activities having as their purpose an assessment of pupil characteristics, which are used in administration, instruction, and guidance and which assist the pupil in evaluating his or her purposes and progress in personality and career development. Test records and materials used for pupil appraisal are usually included in each pupil's cumulative record. (7)

pupil instructional needs: the requirements for optimal development of the pupil - intellectual, physical, moral, emotional, and social - both in relation to his present interests, abilities, and level of achievement and in relation to the probable future demands of the individual and of society. (5)

pupil performance: performance: actual accomplishment as distinguished from potential ability, capacity, or aptitude. (5) Performance level: the stages of performance that the average or typical child attains at successive age levels. (5)

pupil personnel staff: a staff member assigned to perform professional activities in any of the pupil personnel areas of attendance services, guidance services, health services, school psychological services, audiology services, speech pathology services, attendance services, and school social work services. (7)

qualitative: distinguished by differences in attributes rather than by numerical differences; differing in kind rather than in amount. (5)

quality: an attribute or characteristic by which one thing is distinguished from another. adoptiveness, suitableness, fitness; grade; condition. (1) Degree of excellence; superiority in kind. (6)

reading ability: skill in recognizing and interpreting accurately printed or written units of language with eye movements normally characterized by long sweeps that do not overreach their span of recognition. (5)

remediation: special instruction intended to overcome in part or in whole any particular deficiency of a pupil not due to inferior general ability, for example, remedial reading instruction for pupils with reading difficulties. (5)

reporting system: (1) the method adopted by a school system for reporting pupil progress to parents; (2) a plan adopted by a school, a district, or a state for collecting and compiling statistical data from its various administrative units. (5)

required course: to demand as necessary or essential to obtain a diploma. (6)

safety education: education for effective living in relation to the physical and health hazards of modern society; current school programs deal with safety as related to the following areas: home, school, traffic (including school transportation), fire, rural, civil defense, and recreation. (2)

safety hazard: a source of danger. (6)

school authorities: school authorities means the trustees, or board of education, or corresponding officers, whether one or more, by whatever name known, of a city school district or other school district, however created. (4)

school nurse-teacher: a registered nurse who, as a member of a school or school district staff, is responsible for promoting the health and well-being of the pupils through such activities as assisting in health examinations, teaching good health habits to individual pupils, conferring with the parents of children with health problems, providing first aid service, cooperating with public health agencies in the control of communicable diseases and inspecting sanitary conditions in the school plant. (3)

secondary school: a school of academic grade between the elementary school and the college or university. Secondary schools are graded as junior high schools, middle high schools, high schools and vocational schools. (3)

senior high school: a secondary school offering the final years of high school work necessary for graduation and invariably preceded by a junior high school. (7)

skills: abilities acquired by observation, study, or experience in mental and/or physical performance (e.g., proficiency in planning and investigating, operation techniques, comprehension, organization, execution, remembrance, and application of knowledge to acquire a desired result) basic to the mastery of school work or other activity. (7)

special programs: instructional activities designed primarily to deal with pupil exceptionalities. The Special Program Service Area includes preprimary, elementary, and secondary services for the (1) gifted and talented; (2) mentally retarded; (3) physically handicapped; (4) socially and/or emotionally handicapped; (5) culturally disadvantaged; (6) pupils with learning disabilities; and (7) other special programs. (7)

staff: all the personnel hired by a school to carry out the work of the school. (5)

staff development: activities designed to contribute to the professional or occupational growth and competence of members of the instructional staff during the time of their service to the local education agency or school. Among these activities are workshops, demonstrations, school visits, courses for college credit, sabbatical leaves, and travel leaves. (7)

staff member: a person whose relationship with the local education agency (LEA) meets the following criteria: (1) the person performs activities or provides services for the local education agency which are under the direction or control of the agency's governing authority. (2) the person is either compensated for such services by the LEA and is considered on employee for the purpose of workman's compensation coverage, the Federal Insurance Contribution Act (FICA), and wage or salary tax withholdings; or the person performs such services on a volunteer, uncompensated basis. (7)

statistical services: services concerned with collecting, organizing, summarizing, analyzing, and disseminating educational data pertinent to various education interests, including pupils, staff, instruction, facilities, and finance. (7)

statistically significant: having a satisfactorily low probability, as shown by statistical procedures, of being due to change factors; does not necessarily imply practical importance. (7)

statistics: (1) the branch of science dealing with the classification and frequency of occurrence of different kinds of things or of different attributes or things, as a basis for induction and inference; (2) quantitative data affected to a marked extent by a multiplicity of causes; (3) a set of tools for summarizing and describing data and for the testing of hypotheses. (5)

supervision (instructional): professional personnel, (consultants, directors, coordinators, and supervisors of instruction) who work with members of the teaching staff to improve instructional methods and the learning situation. (3)

suspension: temporary dismissal of a student from school by duly authorized school personnel in accordance with established regulations. (7)

syllabus: an outline indicating the topics to be covered in a given course of study or subject. NOTE: syllabuses for use in schools throughout the State are prepared by selected teachers and curriculum specialists in the State Education Department, e.g., Mathematics 7-8-9, Biology. (3)

system: activities or services which provide for an orderly arrangement of data and procedures which will produce any desired interrelationship or summation which may be pertinent to recording or decisionmaking. (7)

talent: capacity and ability in a special field, or natural aptitude capable of high functioning under training, as in visual art or music; does not necessarily imply a high degree of general intelligence. (5)

task: a usually assigned piece of work often to be finished within a certain time. (6)

teacher(s): school staff members whose primary function is to instruct pupils and direct their learning experiences in one or more subject areas, e.g., elementary school teachers, secondary school teachers, special subject teachers, including school librarians, special class teachers, physical education teachers, teachers of the homebound, vocational teachers, adult education teachers. NOTE: under the teacher retirement and teacher tenure laws the term "teacher" covers all or almost all professional personnel in the public schools. (3)

teacher evaluation: an estimate or measure of the quality of a person's teaching based on one or more criteria, such as pupil achievement, pupil adjustment, pupil behavior, and the judgment of school officials, parents, pupils, or the teacher. (5)

textbooks, reading levels of: the reading level at which the reader can read so as to learn effectively; the level at which the child may be instructed effectively through reading. (5)

vandalism: willful or ignorant destruction. Hostility to or contempt for what is beautiful or valuable. (1)

violence: unjust or unwarranted exercise of force, usually with the accompaniment of vehemence, outrage or fury. Force, physical force, force unlawfully exercised, the abuse of force, that force which is applied against common right, the laws, and against public liberty. Violence is not limited to physical contact or injury, but may include false statements, publicity, and veiled threats by words and acts. (1)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Secondary School Supervision

Guide for the Review of Secondary School Programs (Grades 7-12)

Name of School: _____

Grade Levels in This Building: _____

Address _____
(Street)

_____
(City or Town) (Zip Code)

_____
(Telephone)

Principal: _____

School District: _____

Superintendent: _____

Person Completing Form: _____

_____
SIGNATURE OF CHIEF SCHOOL OFFICER (Date)

Attach this cover page to the completed Part I and Part II of the Guide and transmit through the superintendent of schools to:

The State Education Department
Bureau of Secondary School Supervision
Room 663 EBA
Albany, New York 12234

Tentative Registration Procedures

1. Copies of the self-evaluation materials will be sent to the school, one or more months in advance of the on-site supervisory visit.
2. Self-evaluation materials will be returned by the school to the State Education Department for review.
3. Documentation for the self-evaluation will be retained by the school for review during the on-site visit.
4. The self-evaluation materials and appropriate test results will be reviewed by representatives of the State Education Department prior to the on-site visit.
5. A specific time and other preparations for the on-site visit will be arranged by State Education Department staff and the superintendent.
6. During the visit, State Education Department representative(s) will meet with the principal in his office to explain registration procedures and discuss the completed self-evaluation materials prepared by the school. Documentation to support the responses contained in the completed Guide will be required.
7. The State Education Department representative(s) will tour the building with the principal.
8. A meeting will be held with the guidance director and with other pupil personnel services staff.
9. A visit will be made to the library, and the librarians will be interviewed.
10. A meeting will be held with the assistant principal(s).
11. A meeting will be held with the department heads (In New York City, assistant principals) to discuss the activities of their respective departments.
12. The State Education Department representative(s) will meet with the student activities advisor.
13. The State Education Department representative(s) will interview a group of pupils.
14. Classes will be observed, and a selected number of teachers will be interviewed.
15. The State Education Department representative(s) will hold an exit debriefing session with the superintendent, the principal and the District Superintendent, where appropriate. If deficiencies are noted, an opportunity will be given to make corrections on the spot or within a four week period. If several deficiencies are noted and more than four weeks are needed to correct them, the superintendent and the principal will be advised that a plan will be required to correct the deficiencies. The State Education Department representative(s) will discuss the follow-up procedures with the superintendent and the principal and advise them about the technical assistance available from the State Education Department. Any monitoring procedures to follow will also be discussed.
16. Copies of the preliminary report will be sent to the superintendent, the District Superintendent and the principal for review. Modifications will be made where needed. If no modifications are needed, the report will be considered as final.
17. If there are no deficiencies or if deficiencies are corrected within a four week period, the school will be notified of its registration.
18. If more than four weeks are needed to correct deficiencies, the school will be assigned the status "conditional registration" for a specific period. If the deficiencies are not corrected or acceptable progress is not shown during this period, the school will be warned of the danger of losing registration. The State Education Department representative(s) will monitor implementation of the plan. Failure to comply with the approved plan will result in the loss of registration.

GUIDE FOR THE REVIEW OF SECONDARY SCHOOL PROGRAMS (GRADES 7 - 12)
Part I

Part I of the Guide for the Review of Secondary School Programs may be removed from the booklet and reproduced as needed. Complete each item as instructed. You are encouraged to involve appropriate staff members as suggested in this Guide.

The remainder of these instructions provide additional information to help you respond as accurately as possible to each item. If you find it difficult or impossible to respond to any of the items, give your reasons. Your response will be helpful as revisions of Part I are made. For example, in instances where your response is NO, it may be because you feel the item is not applicable to your school. If so, please indicate and briefly explain.

For some of the items, you may wish to attach additional sheets for a more elaborate statement than the space on the form allows. If so, please be sure to code the attached sheets to the appropriate item(s). Items marked with an asterisk (*) are not applicable to junior high schools. Please mark NA where appropriate.

Those items which are not applicable to nonpublic schools have been marked with a double asterisk (**). Please mark this NA where appropriate.

Note: NA = Not Applicable

Part I

Item No.	Explanation
1	Self-explanatory.
2 - 4	The term "present 12th grade pupils" means enrollment as of October 1 of the school year.
5	Self-explanatory.
6	Pupils referred to in this item are those who have scored below the State Reference Point on one or more of the PCT's or have failed one or more of the BCT's and/or RCT's.
7	Written statement means locally prepared statement.
8	Indicate staff by title not name, e.g., assistant principal, librarian, elementary teacher, etc.
9 - 10	Self-explanatory.
11	Special instructional provisions refer to adjustments and adaptations made to the regular school curriculum for children with the specified needs.
12	Response to this item should be made by staff from both levels who have met to determine the most accurate responses. See glossary for definition of articulation.
13 - 16	Self-explanatory.
17	Key staff should respond to this item. Reinforcing pupils' reading, writing and mathematic skills means that staff make a conscious effort to teach these skills as a part of regular instruction. Students are given experience in vocabulary development and reading comprehension. Writing and speaking skills are taught so that students express themselves clearly. Adding, subtracting, multiplying, dividing and problem solving are, where practical, taught as an integral part of the program.
18 - 19	Self explanatory.
20	Regularly may mean weekly, bi-weekly or monthly. The person filling out this item should comment on this item.
21	Supervisors, department heads and teachers should react to this item. Refer to the glossary for explanation of terms.
22 - 24	Self-explanatory.
25 - 43	Instructional and pupil personnel staff should participate in responding to these items on a building basis.

43e	Drop-out rate is computed on a twelve month period of July 1 to June 30. Divide the number of grade 9-12 drop-outs by the total grade 9-12 enrollment. (See definition of drop-out in glossary, p. 10.)
43f	Appropriate competency requirements include PCT, BCT and/or RCT.
44 - 46	Includes building administrators and central office administrators.
45	Self-explanatory. See glossary for definition of instructional supervision. Explain if some building administrators have no instructional supervisory responsibilities.
46	Includes all those in authority above teaching level including chairman of departments, full or part-time. Refer to glossary for definition of authority.
47	Check only those participants who have actually contributed ideas or suggestions. If any group was a recipient only of information or was a passive member of a token group, this is not considered as involvement in planning.
48	See glossary for definition of "assess." Such an assessment would be reflected by a testing program and a process to collect data for use in decision making as given in this item.
49	Self explanatory.

PUPIL ACHIEVEMENT

*1. Percent of last year's seniors who satisfied all the competency requirements.
   a. Number of 12th graders who satisfied competency requirements.
   b. 12th grade enrollment as indicated on October BEDS.

*2. Percent of the present 12th grade pupils who have passed the Competency Test in mathematics or passed a Regents mathematics examination.

*3. Percent of the present 12th grade pupils who have passed the Competency Test in reading or the Comprehensive English Regents examination.

*4. Percent of the present 12th grade pupils who have passed the Competency Test in writing or the Comprehensive English Regents examination.

*5. 10th grade pupil achievement in the preliminary competency tests.

	Number taking Exam	Number Failing Exam
PCT Reading		
PCT Writing		

Total 10th grade enrollment as indicated on October BEDS.

NOTE: Students classified as EMR or TMR should not be included in items 1-5 above.

6. The number of pupils receiving remediation: (Pupils receiving remediation in more than one skill area should be counted in each area where the pupils are receiving remediation.)

	1978 - 79***	1979 - 80***
Reading		
Writing		
Mathematics		

Comments:

24

***Exclude new pupils in the building this year.

(Circle)

CURRICULUM & INSTRUCTION

7. a. A written statement which expresses the school's philosophy of education is available. (What year was the statement last updated? _____) YES NO

b. There are procedures for disseminating the school's philosophy of education to all members of the professional staff. YES NO

If no, explain:

Comments:

25

8. School's goals and objectives are available in written form. YES NO

(Indicate, by title only, the staff and others involved in the preparation of the written goals and objectives)

_____ _____

_____ _____

_____ _____

Comments:

34

9. a. Written measurable objectives and expected pupil outcome are available for each curricular area and each instructional level. YES NO

If no, how are staff aware of what is expected of pupils at each level? Please comment.

b. Instructional and appropriate pupil personnel staff members were involved in developing and implementing the objectives. YES NO

If no, explain:

10. a. The content of required course offerings is based on available State syllabuses: YES NO

b. Courses for which there is no state syllabus that are offered for Regents credit have been approved by the State Education Department. If yes, list such courses below. YES NO

_____

_____

_____

_____

Comments:

	number eligible	number receiving
11. Special instructional provisions are made for pupils:		
** a. with handicapping conditions		
b. who are gifted and talented		
c. with bilingual education needs (non-English speaking students)		
d. with compensatory education needs (students below grade level in reading, writing and mathematics according to ESEA, Title I/PSEN standards)		
e. other (specify) _____		

Comments:

27

12. There are procedures established to provide for the articulation of junior and senior high school programs and services. YES N/I NO

Comments:

NOTE: N/I = Needs Improvement

13. Individual records are maintained for each pupil which include information relative to:

a.	basic skills test results	YES	N/I	NO
b.	pupil achievement	YES	N/I	NO
c.	pupil aptitude	YES	N/I	NO

If no, how do counselors and teachers acquire information upon which pupil placement decisions are made?

Comments:

28

14. There are procedures established to determine if teachers and pupil personnel staff use test results and other appropriate data from the pupils' profile to provide instruction suitable to the pupils' learning needs. YES N/I NO

If N/I or no, explain.

Comments:

15. a. Parents and pupils are advised of such opportunities as enrichment programs, Regents sequences, occupational education programs, etc. YES N/I NO

If yes, how:

If N/I or no, explain:

b. Pupils are encouraged to enroll in courses leading to a Regents examination. YES N/I NO

If yes, how:

If N/I or no, explain:

c. Pupils enrolled in courses leading to a Regents examination take that examination. YES N/I NO

If yes, what percent take the Regents examinations? _____

If N/I or no, explain:

Comments:

16. A process exists to insure that teachers adjust their teaching to the specific needs and aptitudes of their pupils: YES N/I NO

Comments:

17. Teachers in the following areas provide activities which promote pupil competence in the basic skills.

a. Art YES N/I NO
b. English Language Arts YES N/I NO
c. Foreign Languages YES N/I NO
d. Guidance YES N/I NO
e. Home Economics YES N/I NO
f. Industrial Arts YES N/I NO
g. Mathematics YES N/I NO
h. Music YES N/I NO
i. Physical Education YES N/I NO
j. Science YES N/I NO
k. Social Studies YES N/I NO
l. Vocational Education YES N/I NO
m. Other (specify) _____ YES N/I NO

If yes, how:

If N/I or no, explain:

Comments:

18. Teachers promote pupil use of library resources periodically throughout the school year. YES N/I NO

Comments:

19. A process exists to insure that all pupils receive needed services as identified by:

a. Guidance Counselor YES N/I NO

b. School Psychologist YES N/I NO

c. School Nurse YES N/I NO

d. School Psychiatrist YES N/I NO

e. Social Services Specialist YES N/I NO

f. Speech Therapist YES N/I NO

g. Attendance Teacher YES N/I NO

h. Teachers YES N/I NO

If N/I or no, explain:

Comments:

SUPERVISION

20. Written policies and procedures exist and are used regularly for staff supervision and evaluation. YES N/I NO

Comments:

21. a. A system exists to identify staff development needs. YES N/I NO

Comments:

b. Staff development programs exist. YES N/I NO

Comments:

c. A system exists which is used to evaluate the effectiveness of staff development activities. YES N/I NO

Comments:

22. A professional library of current materials is available to staff. YES N/I NO

Comments:

COCURRICULAR ACTIVITIES

23. There is a program of cocurricular activities adapted to the needs and interests of pupils. It includes: (please list the cocurricular activities) YES N/I NO

Comments:

SCHOOL FACILITIES

24. There are programs and procedures to insure that the school building and grounds:

a. are well maintained and clean; YES N/I NO

b. are free from health, fire and safety hazards; YES N/I NO

c. are adequately lighted and ventilated; YES N/I NO

d. accommodate pupils with handicapping conditions. YES N/I NO

Comments:

INSTRUCTIONAL MATERIALS

25. The reading levels of textbooks used in each course are appropriate to the reading abilities of pupils in that course. YES N/I NO

Comments:

26. Up-to-date curriculum materials are available for different levels of pupil achievement and guidance. YES N/I NO

Comments:

34

27. a. Non-English-speaking pupils are enrolled in this school. (If yes, please respond to items 27b and 27c, otherwise, go to item 28) YES NO

b. Materials for non-English-speaking pupils are provided in the pupils' native languages. Please list the subjects, languages of instruction and level below: YES N/I NO

Subjects	Languages of Instruction	Year Level (9, 10, 11, 12)

Comments:

c. Materials for non-English-speaking pupils are provided for instruction in English as a second language. YES N/I NO

Comments:

28. Library/media resources, guidance materials, displays, and similar instructional tools are directly related to course content. YES N/I NO

Comments:

PUPIL SUPERVISION

29. a. Written rules of pupil conduct exist. YES N/I NO

Comments:

b. Parents, pupils and staff are advised of the rules of pupil conduct. YES N/I NO

Comments:

c. The rules of pupil conduct are reviewed and revised as necessary by staff, pupils and parents. YES N/I NO

Comments:

d. Enforcement of pupil conduct rules is consistent among staff. YES N/I NO

Comments:

30. There are procedures to supervise areas outside the classroom. YES N/I NO

Comments:

31. Written procedures for pupil safety are provided to all staff and pupils. YES N/I NO

Comments:

32. Information is obtained from pupils and staff concerning whether they feel safe:

a. in the school in general YES NO

b. in the locker room YES NO

c. in the corridors YES NO

d. in the lavatories YES NO

e. on the school grounds YES NO

f. in the school buses YES NO

g. during cocurricular activities YES NO

Comments:

33. a. A written policy establishes how discipline problems are handled. YES N/I NO

Comments:

b. A written policy on the enforcement of law and school rules regarding alcohol, tobacco, illegal drug use, has been approved by the board of education and disseminated to students, staff and parents. YES N/I NO

Comments:

c. There are procedures established to inform all pupils, parents and teachers of the disciplinary policy. YES N/I NO

Comments:

34. Persons in parental authority are informed when a pupil has been in difficulty. YES N/I NO

Comments:

35. a. A written policy governs out-of-school pupil suspension. YES N/I NO

Comments:

b. A written policy governs in-school pupil suspension. YES N/I NO

Comments:

c. There are procedures established to inform parents, pupils and staff of the school's suspension policies. YES N/I NO

Comments:

38

d. Pupils to be suspended are informed of their rights and responsibilities. YES N/I NO

Comments:

e. Pupils under in-school suspension receive daily instructional assignments. YES N/I NO

Comments:

36. There is a system for reporting acts of violence and vandalism to the police by the principal. YES N/I NO

a. Number of acts of violence per 1,000 pupils last year reported to the police by the principal: _____

b. Number of acts of violence per 1,000 pupils last year not reported to the police by the principal: _____

Comments:

c. Number of acts of vandalism per 1,000 pupils last year reported to the police by the principal: _____

d. Number of acts of vandalism per 1,000 pupils last year not reported to the police by the principal: _____

Comments:

39

37. a. A plan exists to monitor and improve pupil attendance. (If yes, respond to Item 37b; otherwise, go to question 38.) YES N/I NO

b. The plan to improve pupil attendance is being implemented. YES N/I NO

Comments:

38. As a result of the school's attendance program

    a. the percent of pupils enrolled last year who were illegally absent at least three times was: _____

    b. the percent of pupils enrolled last year who were absent on an average school day was: _____

    Comments:

39. Absentee lists are examined daily to identify pupils exhibiting chronic attendance problems. YES N/I NO

    Comments:

40. For students with a record of chronic absenteeism, attempts are made to contact parents or guardian on the first day of a student's absence. YES N/I NO

    Comments:

41. Procedures exist for contacting the homes of all pupils with a record of chronic absenteeism via telephone, letter or visit. YES N/I NO

    Comments:

42. a. A written policy on class cutting exists and is disseminated to pupils, staff and parents. YES N/I NO

Comments:

b. Class cutting is reported before the end of the school day. YES NO

Comments:

c. The class cutting policy is enforced. YES N/I NO

Comments:

43. a. There is a system to identify potential dropouts in the early secondary school years. YES N/I NO

Comments:

b. Special programs to assist potential dropouts are provided. (Please list the components of such programs below; for example, special school counseling, counseling by community residents, part-time job placement, etc.) YES N/I NO

Comments:

c. The assistance of parents of potential dropouts is sought to keep pupils in school. YES N/I NO

Comments:

d. A followup procedure for dropouts has been established and attempts are made to get them back in school. YES N/I NO

Comments:

42

e. School Dropout Rate:

1977 - 78	1978 - 79

Comments:

f. Dropouts who had not met appropriate competency requirements:

1978 - 1979

Grade	Number of Dropouts	Number who had not passed the appropriate competency requirements
9		
10		
11		
12		

43

g. Procedures are established to determine the causes of dropouts. YES N/I NO

Comments:

h. There are alternative programs to meet the needs of dropouts who have returned to school. YES N/I NO

Comments:

ADMINISTRATION

44. The duties of all administrative positions (i.e., principal, assistant principal, director of pupil personnel services, chairpersons) are defined in writing. YES N/I NO

If no, how are staff advised of duties and responsibilities.

Comments:

45. The percent of time spent by building administrators in instructional supervision is: _____

Comments:

46. Lines of authority and responsibility are stated in writing and disseminated to the staff. YES NO

Comments:

47. Where pertinent, parents, teachers, pupils, Occupational Education Advisory Councils, Title I Advisory Councils, administrators, members of the board of education, and others participate in educational planning. In the table below, place a checkmark in the column for each group that participates in planning each item. Specify other planning items and other participating groups in the spaces and column provided.

YES N/I NO

Planning Items	Parents	Teachers	Pupils	Administrators	Board of Education	Other (Specify)
a. Budget						
b. Course Offerings						
c. Grading System						
d. Reporting System						
e. Compensatory Education Programs						
f. Cocurricular Activities						
g. Evaluation of Programs						
h. Study Habits						
i. Discipline						
j. Special Education						
k. Staff Development						
l. Other (Specify)						

Comments:

48. The principal, with the help of others, assesses the instructional program in terms of pupil performance. If yes, which of the following are reviewed: YES N/I NO

a.	Grade marks and their distribution.	YES		NO
b.	Standardized test results.	YES		NO
c.	Competency test data.	YES		NO
d.	Regents Examination test data.	YES		NO
e.	Instructional programs with staff.	YES		NO
*f.	Remedial programs for those who fail or do not take the RCT (Regents Competency Test).	YES		NO
*g.	Success rate of graduates obtaining jobs.	YES		NO
*h.	Success rate of graduates accepted by post secondary schools and colleges.	YES		NO
i.	Programs (annually) with pupil personnel teams.	YES		NO
j.	The school's ability to hold students.	YES		NO
k.	Individual Education Programs (IEP).	YES		NO

If N/I or no, explain:

Comments:

46

49. a. The principal, with the help of others, has identified program deficiencies which appear to be related to low pupil achievement. YES N/I NO

Comments:

b. The principal, with the help of others, has a written plan to reduce, eliminate or correct program deficiencies. YES N/I NO

Comments:

c. The plan clearly describes the tasks, the persons involved, the completion date and the expected results. YES N/I NO

Comments:

75

76

d. The plan provides for evaluation of progress toward program improvement. YES N/I NO

Comments:

NOTE: In addition to the items contained in Part I of the Guide, the data submitted by the school district or the school to the Education Department's Basic Educational Data System (BEDS) will be included in the review of the school program. Department staff will examine the BEDS data as part of the registration process and will confirm or update available data.

GUIDE FOR THE REVIEW OF SECONDARY SCHOOL PROGRAMS (GRADES 7-12)
Part II

This checklist allows both the secondary school and the State Education Department to determine to what extent the secondary school meets the requirements established by the Education Law (Ed.L.), the Rules of the Board of Regents (RR), the Regulations of the Commissioner of Education (CR), and relevant laws and directives from similar sources. The checklist is based largely upon material in the 1978 edition of Minimum Requirements for Schools in New York State, prepared by the State Education Department. The basis of law, rule, or regulation is cited to the right of each statement. (N.B. This checklist is not intended to be all inclusive and wording has been simplified. Complete details are available in the appropriate legal references.)

Circle the appropriate response to the right of each statement to indicate whether or not your school or school district complies with the requirement. If the answer to any question is NO, explain in an appropriately numbered comment at the end of Part II. If the sole reason for a NO on a given item is that your school enrolls fewer than the four grades 9-12, the notation NA will suffice. Items marked by a single asterisk (*) do not apply to junior high schools. Please mark these NA where appropriate. Items marked by a double asterisk (**) do not apply to nonpublic schools. Please mark these NA where appropriate.

Note: NA = Not Applicable

REQUIREMENT		BASIS	COMPLIANCE
A. ATTENDANCE			
**1.	Except as otherwise provided, each resident of the school district (or attendance area) from 6 to 16 years of age who is physically and mentally able is in attendance upon full-time instruction in a public, private or parochial school.	Ed.L., 3205	YES NA NO
**2.	The board of education has determined that each resident of compulsory school age and not in attendance at the public school of the district is attending a school which provides substantially equivalent instruction.	Ed.L., 3204 (2)	YES NA NO
3.	Each pupil has been immunized against poliomyelitis, rubella, diphtheria, mumps and measles.	Pub.Heal.Law, 2164	YES NA NO
4.	Required attendance records are maintained.	Ed.L., 3211 (4)	YES NA NO
B. LENGTH OF SCHOOL YEAR AND SCHOOL DAY			
1.	The school is in session for 190 days each school year, including legal holidays.	Ed.L., 3204 (4)	YES NA NO
2.	The length of the secondary school day (exclusive of time allowed for lunch) is at least 5½ hours.	CR 175.5	YES NA NO
3.	If the length of the secondary school day, exclusive of time for lunch, is less than 5½ hours, prior approval of the Commissioner of Education has been obtained.	CR 175.5	YES NA NO

REQUIREMENT	BASIS	COMPLIANCE
C. TEACHER LOAD		
1. No secondary school teacher is assigned to teach more than 6 periods each day.	CR 100.2e	YES NA NO
2. No secondary school teacher is assigned to teach more than 150 pupils per day.	CR 100.2e	YES NA NO
D. INSTRUCTIONAL PROGRAM		
1. Beyond grade 8, instruction is required in civics, English, hygiene (health education), American history, and physical education.	Ed.L., 3204	YES NA NO
2. If the school building enrolls pupils in grades 7 or 8, instruction is scheduled each year in: arithmetic (mathematics), reading, spelling, writing, English language, geography, United States history, civics, hygiene (health), physical education, New York State history, science, visual arts, music and practical arts.	Ed.L., 3204	YES NA NO
3. There is provision for instruction in certain subjects including:		
a) Patriotism and citizenship; significance, meaning and effect of the Constitution of the United States and amendments thereto; Declaration of Independence; constitution of New York State and amendments.	Ed.L., 801	YES NA NO
b) The flag, pledge of allegiance; certain holidays	Ed.L., 802	YES NA NO
c) Physical education and kindred subjects	CR 108 Ed.L., 803	YES NA NO

	REQUIREMENT	BASIS	COMPLIANCE
	d) The nature and effects of narcotics and habit-forming drugs.	Ed.L., 804 CR 135.3	YES NA NO
	e) Highway safety and traffic regulation; bicycle safety; school safety patrol (note also item D14).	Ed.L., 806	YES NA NO
	f) Fire drills (note also item N1).	Ed.L., 807	YES NA NO
	g) Fire prevention.	Ed.L., 808	YES NA NO
	h) Humane treatment of animals and birds (Grades 1-8).	Ed.L., 809	YES NA NO
	i) Conservation day.	Ed.L., 810	YES NA NO
4.	a) The school provides a course of study which includes the following units of work or their equivalent: English, 4 units; social studies, including one year of American history, 3 units; science, 1 unit; mathematics, 1 unit; health, ½ unit; and physical education (every semester). If the school has less than 4 grades (e.g., grades 10-12) the subjects appropriate to the grades are provided.	CR 100.1a	YES NA NO
5.	Required subjects (Group I constants) are offered in accordance with State syllabuses.	CR 100.1a	YES NA NO
*6.	The school offers at least one major sequence (Group II courses) for all pupils.	CR 100.1b	YES NA NO
7.	Each pupil receives instruction each year in English for a minimum of four periods each week.	RR 3.35a (2)	YES NA NO

	REQUIREMENT	BASIS	COMPLIANCE
8.	a) There is a guidance and counseling service.	CR 100.1a	YES NA NO
	b) Personnel certified for guidance service are provided.	CR 100.1a	YES NA NO
9.	There is no sex discrimination in scheduling pupils in any program except for classes in sex education and for certain contact sports in physical education.	Ed.L., 320 1a; CR 100.4; H.E.W. Title IX	YES NA NO
10.	a) The school district has developed and implemented plans for providing physical education experiences for all pupils.	CR 135.4	YES NA NO
	b) Except for pupils with medical excuses, all secondary school pupils are scheduled for physical education for a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester.	CR 135.4	YES NA NO
	c) If the answer to 10 b above is NO, each pupil not so scheduled has been provided an equivalent program approved by the Commissioner of Education.	CR 135.4	YES NA NO
*11.	a) Secondary school pupils are provided access to programs of occupational education commensurate with the interests and capabilities of those desiring and having a need for preparatory training, retraining, or upgrading for employment.	Ed.L., 4602	YES NA NO
	b) The school does not engage in practice of discrimination in occupational education on the basis of race, sex, or handicapping conditions.	CR 100.4 Title VI of 1964 Cw. Rts. act. Sec. 504 of 1973 Rehab. act Title IX of 1972 Ed. Amend	YES NA NO

	REQUIREMENT	BASIS	COMPLIANCE
**12.	If the local school district operates occupational education programs, the board of education has appointed an advisory council for occupational education.	Ed.L., 4601	YES NA NO
13.	Instruction in safety education is given for not less than 30 periods, or the equivalent, in each of grades 7-9 and not less than 15 periods, or the equivalent, in each of grades 10-12.	CR 107.1	YES NA NO
14. a)	The health education program includes, but is not limited to, instruction concerning the misuse of alcohol, tobacco and other drugs.	CR 135.3a	YES NA NO
b)	A separate one-half year course in health education is required in the junior high school grades 7-9 in addition to continued health guidance.	CR 135.3c	YES NA NO
c)	There is a separate one-half unit course in health education required in the senior high school grades 10-12 in addition to continued health guidance.	CR 135.3c	YES NA NO
d)	All health education is taught by a teacher certified to teach health.	CR 135.3c	YES NA NO
e)	A member of the faculty with approved preparation has been designated as health coordinator.	CR 135.3c	YES NA NO
f)	The health coordinator insures that related school courses are conducted in a manner supportive of health education.	CR 135.3c	YES NA NO
g)	The health coordinator cooperates with community agencies and uses community resources necessary for achieving a complete school community health education program.	CR 135.3c	YES NA NO

REQUIREMENT	BASIS	COMPLIANCE
E. LANGUAGE OF INSTRUCTION		
1. Pupils, who by reason of foreign birth, ancestry or otherwise experience difficulty in reading and understanding English, are provided bilingual instruction in all subjects for a maximum of three years. Up to six years of bilingual instruction may be provided for individual pupils with the approval of the Commissioner. (N.B. Times are computed from the dates of enrollment in school.)	Ed.L., 3204 (2)	YES NA NO
2. Except for bilingual instruction and instruction in foreign languages, English is the language of instruction and textbooks are written in English.	Ed.L., 3204 (2)	YES NA NO
F. RELIGIOUS EDUCATION		
1. Pupils are granted released time for religious education only upon the written request of the parents or guardians of the pupils.	CR 109.2a	YES NA NO
G. REGENTS EXAMINATIONS		
1. General use is made of Regents examinations in the senior high school grades. General use is defined as used by at least 50 percent of the pupils in senior high school grades. (See p. 5 of Regents Examination Manual.)	RR 3.35	YES NA NO
H. HIGH SCHOOL DIPLOMAS		
1. Effective June 1, 1979, all pupils who receive a local diploma or a New York State (Regents) diploma will be required to have completed the 16 units or 18 units respectively and to have passed the required competency tests or Regents examinations.	CR 103.2 amended 8/21/78 CR 100.2a	YES NA NO

	REQUIREMENT	BASIS	COMPLIANCE
2.	Regents preliminary competency tests were administered to pupils in grades 8, 9 and 10 during the 1978-79 school year and will be administered to pupils in grades 8 or 9 during the 1979-80 school year and the following years, except pupils who scored in grade 6 or grade 9 at or above the 1966 statewide median on the Pupil Evaluation Program test or at or above the nationwide median on nationwide standardized basic skills tests administered in grade 8 or 9.	CR 103.2 amended 3/2/79	YES NA NO
3.	Pupils who score below the reference point on the Regents preliminary competency tests are provided appropriate remedial instruction.	CR 103.2 amended 3/2/79	YES NA NO
4.	A pupil who shall be provided remedial instruction, and the parent or guardian of such a pupil, shall be notified in writing by the principal of the competency test results and the plan for the remedial instruction.	CR 103.2 amended 3/2/79	YES NA NO
I.	HANDICAPPED CHILDREN		
**1.	All handicapped children are identified.	CR 200.12	YES NA NO
**2.	Handicapped pupils are provided appropriate educational programs through their 21st year or until receiving a high school diploma, whichever time is sooner.	Ed.L., 3205 Ed.L., 4401	YES NA NO
**3.	The board of education has appointed a properly constituted committee on the handicapped.	Ed.L., 4402	YES NA NO
**4.	The committee on the handicapped reports at least annually on programs and services.	Ed.L., 4402	YES NA NO
**5.	A written, individualized education program has been prepared for each handicapped pupil.	CR 200.4	YES NA NO
**6.	The status of each pupil is reviewed at least once annually.	Ed.L., 4402; CR 200.4	YES NA NO

	REQUIREMENT	BASIS	COMPLIANCE
**7.	Special education teachers are not assigned to teach more pupils than as follows: Severe physical — 15 students Severe emotional — 10 students Retarded — 18 students Trainable Retarded — 12 students Autistic — 5 students with a paraprofessional Multiply handicapped — 12 students with a paraprofessional for each 3 students Resource Room — 20 students	CR 200.4	YES NA NO
8.	Fire drills - contingent plans for the removal of handicapped pupils are in effect, noting that carrying handicapped pupils is an unacceptable method.	504 C Rehabilitation Act of 1973	YES NA NO
9.	Appropriate educational programs include the integration of handicapped pupils in the regular program.	CR 200.4A2	YES NA NO
10.	Adaptive physical education is available to children with handicapping conditions.	CR 200.1d	YES NA NO
J.	SCHOOL LIBRARIES		
1.	A school library is maintained.	CR 91.1	YES NA NO

REQUIREMENT	BASIS	COMPLIANCE

2. The school library has at least the minimum titles required for the average daily attendance of pupils, as follows: — CR 91.1 — YES NA NO

Type of School	A.D.A.	Titles
JHS	less than 200	1,000
HS	less than 200	1,000
J-SHS	less than 200	2,000
Secondary	200-500	3,000
Secondary	501-1,000	5,000
Secondary	1,001---	8,000

3. a) The school district employs at least one certified school library media specialist. — CR 91.2 — YES NA NO

b) For a secondary school of the following enrollments, at least, the following library service is provided by a certified library media specialist: — CR 91.2 — YES NA NO

Enrollment	Service
100 or less	1 period each day
101-300	2 periods each day
301-500	½ of each day
501-700	5 periods each day
701-999	entire day
each additional 1,000	1 additional library media specialist

c) If the minimum library service specified is not provided, an alternative arrangement has been approved by the Commissioner of Education. — CR 91.2 — YES NA NO

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REQUIREMENT	BASIS	COMPLIANCE
K. SUSPENSION OF A PUPIL		
1. Pupils are suspended for a period not exceeding five days only by the building principal or a superintendent or the board of education.	Ed.L., 3214	YES NA NO
2. If pupils are suspended by the building principal for a period not exceeding five days, the building principal has been given this authority by the board of education.	Ed.L., 3214	YES NA NO
3. If a minor is suspended for five school days or less, opportunity is provided for an informal conference, if requested.	Ed.L., 3214	YES NA NO
4. In all cases where a minor is suspended for more than five days, due process is observed which includes a hearing upon request.	Ed.L., 3214	YES NA NO
L. HEALTH SERVICES		
1. Medical inspection is provided by school authorities to all pupils attending the public high school. (Exceptions are the high schools in the cities of New York, Buffalo, and Rochester.)	Ed.L., 901; Ed.L., 904	YES NA NO
2. The school district provides a program of health service, including health examinations for entering students and those entering seventh and tenth grades with appropriate followup, annual vision screening, periodic hearing screening, maintenance of cumulative health records, guidance in preventable and corrective measures, yearly examinations for interscholastic sports, examinations for employment certificates, etc., as well as scoliosis screening.	CR 136	YES NA NO
M. HEALTH-RELATED REQUIREMENTS		
1. Eye safety devices are provided and worn in shops and laboratories when activities present a potential eye hazard.	Ed.L., 409-a CR 141.9	YES NA NO

REQUIREMENT	BASIS	COMPLIANCE
2. A certificate of need has been filed for hypodermic needles and syringes needed for educational demonstrations and other educational purposes. There are proper records for, as well as proper storage and disposition of, hypodermic syringes and needles.	CR 137.1-137.4	YES NA NO
N. FIRE DRILLS		
1. At least one fire drill during lunch period or instruction in procedure for lunch-time. Twelve fire drills are conducted each school year and eight of these drills are conducted between September 1 and December 1 of each year. If the building has fire escapes, at least one third of the drills involve use of the escapes. Requires instruction in arson prevention as well as fire prevention.	Chap. 392 Eff. 7-29-79 Ed.L., 807 Ed.L.,808 Chap. 225 Eff. 9-1-79	YES NA NO
O. DISASTER PLANNING AND CIVIL PREPAREDNESS		
1. The school (or school district) has updated emergency plans and operating procedures in event of natural or manmade disasters or enemy attack.	NYS Off. of Disaster Preparedness	YES NA NO
P. ACCOUNTING		
**1. There is proper accounting for extra classroom activity funds.	CR 172.1-172.5	YES NA NO

COMMENTS: Please identify by letter and number and attach to this report.

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